TEF Year Four Provider Submission

Provider Context

Vision

Nelson College London aims to become:

A leading provider of high-quality, career-focused higher education in the Greater London area; and an exemplar of alternative university-level provision - well governed, accountable and sustainable.

Mission

Nelson College London offers access to higher education to people from the widest possible range of backgrounds, enabling them to transform their lives through the acquisition of the knowledge and skills that they need to succeed in their chosen careers.

The Nelson College London motto is "**Learning Brought to Life"**

Values

Nelson College London values:

- The quality of the learning experience it provides, offering education that caters for the individual needs of its students.
- Support for students both professionally and personally as they progress with their studies at the College.
- Creatively engaging students and teachers in reflective thinking, innovation, originality and self-expression.
- The development of independent learning skills, making learning enjoyable as well as meaningful, stimulating and challenging.
- The celebration of its achievements through the success of its students.
- Diversity, achieved through inclusiveness.
- The continual professional development of all members of staff.
- The partnership between staff, students, non-executives, directors and shareholders.

Introduction

Nelson College London was founded in 2009 as an independent college of higher education. Nelson College London has two campuses situated in Ilford and Gants Hill, both located in East London.

Previously, the College offered its programmes to only non-EU students. However, from September 2012 it started offering its HND programmes to both UK and EU students. In 2015, the College entered into a partnership with London Metropolitan University to deliver two Foundation Degree courses and two Bachelor Degree top-up courses in Hospitality Management and in Business; from September 2016, the College started delivering these validated courses.

The Mission Statement of the College pledges to "offer access to higher education to people from the widest possible range of backgrounds, enabling them to transform their lives and prosper through the acquisition of the knowledge and skills that they need to succeed in their chosen careers".

To fulfil its mission, Nelson College London has adopted the following strategic aims:

- To provide a varied selection of academic curricula;
- To provide the students with skills which contribute to success in their careers and in their private lives;
- To enable students to become independent and to lead them to self-discovery;
- To strive for and maintain excellence by systematically reviewing classroom facilities, equipment, curricula, and staff;
- To make available to our students activities and experiences which foster personal growth and leadership qualities.

The student body at Nelson College London is diverse and includes students from deprived backgrounds who may not have previously enjoyed access to higher education at Level 4 and above.

The Academic Board is the principal academic body of the College and is ultimately responsible for its local regulatory frameworks, policies and procedures, as well as for the management of academic standards and quality. The Academic Board has eight sets of committees reporting to it: the Academic Planning Committee, the Programme Committees, the Course Committees, the Student Representatives Committee, the Quality Assurance and Enhancement Committee, the Academic Assessment Panel, the Subject Standards Board and the Progression Board.

The Principal's Executives Group advises the Principal on strategic decisions relating to the academic conduct and well-being of the College. Of itself it has no executive authority.

The College is registered with the Office for Students in the "Approved fee cap" category from September 2018. It has an approved Student Protection Plan and an Access and Participation Plan in place, effective from and including the academic year 2019-20.

Contextualising performance against TEF Core Metrics

1. **The teaching on my course**
   The Indicator for "Teaching on my course" is 3.2% above the benchmark of 89.0% and is in the top 10% of absolute performance amongst all providers. Our performance is underpinned by working closely with our students as partners. The confidence our students place in the quality of teaching is a direct result of learning opportunities provided to them and the dedication of our hardworking team of lecturers who are passionate about teaching and making a difference in people's lives.

2. **Assessment & Feedback**
   The Indicator for "Assessment and feedback" is 3.9% above the benchmark of 84.3% and is in the top 10% of absolute performance. This shows how satisfied our students are about the assessments and feedback provided to them. The students have opportunities to receive formative feedback from their tutors as well as support lecturers who work together to provide guidance to the students. Summative feedback is provided to the students within four weeks of submission. Students can view their feedback on the College Virtual Learning Environment (VLE) which is integrated with the Moodle platform. The College has a clear process in place for academic appeals.

3. **Academic Support**
   The core metrics for Academic Support is 2.9% above benchmark and it is in the top 10% of absolute performance. The College has a dedicated team of Student Support Lecturers who are available to provide additional one-to-one tutorial support, and a variety of elective class sessions, tutorial groups available to all of the students for the duration of their courses.

4. **Continuation**
   The indicator for continuation has improved from 77.3% to 84.3% since last year. High Z score and double positive flags indicate strong performance. This has been achieved by introducing the following:
   i) Robust student admission policy and procedures where prospective students are thoroughly interviewed to assess their suitability and eligibility to undertake the course.
   ii) Early interventions during the course of study where students are fully supported to continue and successfully complete their programmes of study.

   The strong performance in 2017-18 is evidence that our strategies are working and we are confident that this results and will result in continuous improvement.

5. **Employment or further study**

   Although the core metric for employment and further study is 4.2% below the benchmark, it has improved from 82.8% to 87.6% since last year. By looking at the split metrics, the 2017-18 rate for employment or further study is 93%, 1.2% above the benchmark. Similarly, our HND Level 4/5 students have a progression rate of 0.4% above the benchmark, however, for students on the first degree courses, it is -2.8%. Employment and further study amongst our young students is 1.5% above the benchmark, whilst for mature students it is -0.10%. From the perspective of ethnicity, white students are 3% above the benchmark, whilst BME students are -1.8% below the benchmark. Male students are 0.5% above the benchmark, whilst female students are 0.9% below the benchmark.

   The College has organised a series of field trips and workshops related to the courses currently delivered at the College. The College has ensured that voluntary work placements, workshops and field trips allow students to develop skills and aptitudes to improve employability prospects. Workshops and field trips organised by the College have been very popular amongst the students as 92% of the students were extremely happy and wanted

more activities of a practical nature. These actions have resulted in improved student progression to further studies and employment.

The College is committed to seeking further improvement in student progression rates and has taken many initiatives to support student progression. The Knowledge Exchange Centre (KEC) is one of the initiatives that bring together students and local businesses in a joint venture to harness the experience and expertise that the College can offer and, at the same time, provide work experience (and even employment) for our students. This (KEC) venture sits alongside an Employers' Forum that we have been facilitating for some time and a plethora of work-experience events that we routinely offer. We are confident that these engagements with employers such as Business Network International (BNI), Work Ready Graduates and Redbridge Chamber of Commerce will help underpin positive student progression as we have already seen the success of these engagements with the well-founded and well-rewarded employment of students from the academic year 2017-18.

The College has made a commitment in its Access and Participation Plan to establish a Student Career Advice department which will be responsible for providing advice and guidance to students as well as offering additional support to students from disadvantaged backgrounds. The Career Advice department will collaborate with employers, employment agencies, NCL KEC, and the Employers' Forum to arrange work placements, employability trainings and career advice, and to provide industry specific training for underrepresented groups so that they are prepared for the world of work.

6. Highly skilled employment

The highly skilled employment is 4.5% below the benchmark. However, overall it has improved from 55.0% to 58.7% since last year. Employment and further study has improved in year three to 90.5% from 82.8% in year two. Highly skilled employment has increased to 60.9% from 55.0% in year two. This shows that the approach and strategies used by the College are working and we have been successful in reducing the gap. The College is in process of formulating an "Employability Strategy" which will address the core issue of student employability.

Analysis of split metrics shows that highly skilled employment is 0.8% below in BME students, whereas amongst white students it is 2.7% above the benchmark. Young students are 4.4% above while mature students are 0.1% below the benchmark. Further analysis of the split metrics shows that there are more female students (65.6%) in highly skilled employment as compared to male students (61.6%). As the majority of the students enrolled at the College are mature students and most of them are from disadvantaged backgrounds. This indicates that there may be underlying issues, such as low aspirations, lack of experience, and age that could be limiting factors affecting students from disadvantaged backgrounds in terms of seeking and obtaining highly skilled employment.

We are committed to reducing this gap by providing targeted employability training sessions with the focus on developing employability skills which will help in resolving the issues surrounding highly skilled employment amongst various groups.

Teaching Quality

Student Engagement

Student engagement is central to the development of provision for learning and teaching at the College. Its Engagement Strategy consists of numerous activities that range from recruitment to the progression of its students. Students from all programmes are given the opportunity to elect a representative every year to voice their opinions during various committee meetings and other informal forums.

All elected student representatives meet quarterly at the Student Representatives Committee Meetings. Nominated representatives attend various committee meetings which include Programme Committee Meetings, Academic Planning Committee Meetings, Quality Assurance and Enhancement Committee meetings, Annual Quality and Monitoring Group Meeting for London Metropolitan programmes as well as the Academic Board, and the Board of Governance. Students are provided with opportunities and are encouraged to voice their opinions on a range of academic and non-academic related issues as well as actions that could be taken to resolve any issue that might be identified.

The October 2018 QAA Annual Monitoring for Educational Oversight Visit recognised students' involvement in formal feedback discussions with the programme teams and highlighted that the College takes measures to take their ideas into consideration in respect to future academic matters.

In addition to the National Student Survey, the College conducts quarterly surveys to obtain student feedback on their experience where they have the opportunity to provide feedback on the modules undertaken, college administration, facilities and their overall experience at the College. Results of these surveys are discussed at various committee meetings where any emerging issues are discussed and appropriate actions are taken. The results from the student feedback survey for the academic year 2017-18 evidence that on average 91% of our students are extremely satisfied from the teaching, facilities and their learning experience within the College.

The effectiveness of student engagement is monitored and reviewed at least annually. The Academic Board reviews the Terms of Reference of different committees to ensure that there is appropriate student representation. The student feedback collected through different internal and external surveys is analysed in the REP (Review and Enhancement Process) report and the CRER (College Review and Enhancement Report). These reports also reflect on the minutes of the student-centred committees, student feedback reports and exit survey reports, to ensure that the College benefits from the information captured. The report identifies the areas of improvement and proposes an action plan to enhance students' engagement. These reports are circulated and discussed in Programme Committee Meetings, Academic Board Meetings, and Quality Assurance and Enhancement Committee Meetings, so all participants (including student representatives) have the opportunity to understand and discuss these findings.

The College has devised cross-College mechanisms for staff and students to come together and share good practice to support the enhancement of learning opportunities. These include the Learning, Teaching, Engagement, and Enhancement Conference which ran in the first week in July 2018 and provided a much focused opportunity for student engagement and involvement with Enhanced Learning through Creative Assessment workshop. This event was very well attended and received extremely positive feedback from staff and students who participated. The conference (now an annual event) provides a framework for ensuring that engagement is embedded within all College activities. The College intends to hold similar events for staff and students to share good practice for the 2018-19 academic year (Source: QAA Oct 2018).

Value Teaching

The programmes offered at the College are taught by highly qualified and experienced lecturers. Most of our lecturers are credentialed at Master's level and some hold a PhD qualification or are working towards it. All the lecturers hold a mandatory teaching qualification, such as PTLLS. The College has subscribed to the Higher Education Academy as a member and currently there are seven members of academic staff who have achieved a fellowship or associate fellowship of Higher Education Academy. There are another seven staff who are working towards it. The College aims to have achieved HEA Fellowship or Associate Fellowship status for at least 50% of its academic staff by the end of academic year 2020.

To ensure that staffing levels are fit for purpose, the College conducts an annual review into staffing measures. The College also has in place a mandatory policy in respect of continual professional development. The College ensures that the teaching support measures it implements are in accordance with regulatory body requirements and academic and industrial best practice.

The College encourages and supports continuous personal and professional development. For example, the College provides funding to lecturers to receive Fellowship of Higher Education Academy. The College offers a flexible timetable and leave to lecturers who are undertaking further education, such as a PhD *(Currently there are four members of academic team who are pursuing their PhD qualifications)*. The College organises internal as well as external training programmes for its lecturers to keep them updated with developments in the relevant industry. The College also encourages and supports lecturers to attend and participate in research seminars. The College sets aside an annual budget for its lecturers to conduct small scale research related to their teaching specialisms.

To review and enhance the quality of teaching, the College conducts peer reviews and teacher observations. The purpose of peer reviews is to share good practice among colleagues. Peer reviews are conducted by lecturers every term in a standard format, from which a report is subsequently generated. Most recent results of Peer review report show an average score of 96% for all lecturers across all programs. The purpose of teacher observations is to appraise the performance of lecturers and is carried out by the managers/programme leaders using a template form. 85% of the lecturers observed have significantly exceeded the benchmark while 15% meet the benchmark. The outcomes of the peer review and teacher observations are analysed and included in the REP report and College Review and Enhancement Report.

The College actively plans appropriate time for course planning, delivery, assessment, verification and evaluation to ensure an effective delivery provision at all levels.

The College holds an annual conference in which external experts from other universities are invited to share their experience and expertise. The conference is attended by the lecturers as well as by the students. The College thus provides opportunities to share good teaching practice and to strengthen the provision for of teaching and learning.

Rigour and Stretch

The College's programmes are designed to address current and future market needs and to stretch students' abilities beyond their current level to ensure they can comfortably confront the challenges of professional life in the future. Every programme in the College is a product of a systematic process which involves contributions from industry experts, employers, students, academics and admin staff.

The College offers Pearson accredited HND programmes, namely HND Business and HND Hospitality Management. Units in each programme are selected to offer an appropriate skill set to become entrepreneurs or managers by enhancing communication skills, IT skills, employability, project management skills, research skills and transferability.

The assignment briefs are prepared using the assessment criteria suggested by the awarding bodies. The College deliberately uses a varied array of assessment vehicles such as written report, presentation and self-reflection. Different vehicles for assessments are used to assess students' theoretical as well as practical knowledge, communication and presentation skills. The assignment brief, as well as the students' work, is verified internally as well as externally. The comments from the external reviewers and examiners are incorporated to strengthen the contents of assignments in order to ensure the validity, reliability and objectivity of each assessment.

The College is regularly reviewed by the QAA as well as Pearson and London Metropolitan University, to ensure, *inter alia*, compliance with the rules and regulations of these bodies as well as assurance of the quality of teaching and learning provision. Following the most recent visit by the QAA which took place in October 2018, the College received a positive report, which is free from any essential action or recommendation and which appreciates good practice in the College's delivery of its programmes.

The College has in place policies and procedures to ensure that assessments conducted help students to demonstrate their achievement of the intended learning outcomes which are adopted by the awarding bodies.

Rigorous processes are set in place - including internal and external verification processes as well as an audit of internal verification - to underpin the integrity of the assessments. This is evident from the external examiner's reports for the HND Programmes.

The students are made aware of academic misconduct and the practices put in place to prevent this. Students highlighted during the Annual Monitoring for Educational Oversight Visit 2018 that they were made aware of the processes used and spoke positively regarding the support and information on assessments which will enable them to demonstrate good academic practice. (Source: QAA Oct 2018)

Feedback

The students have opportunities to receive formative feedback from their tutors as well as support lecturers who work together to provide guidance. Summative feedback is provided to the students within four weeks of submission. Students can view their feedback on VLE which is integrated on Moodle. The College has clear processes in place for academic appeals.

The College also has necessary arrangement to provide further guidance on summative feedback to students on their coursework. The feedback provided covers criteria level feedback, generic feedback about the overall achievement of the assessment criteria, the language of the assignment, structure of the assignment, and the formatting of the assignment. The markers also identify strengths as well as weaknesses within students' work using constructive language. Students are also provided with developmental feedback to help them to improve their future submissions.

This is supported by the College's External Examiner's Report 2018, Assessment Process section which highlights that the assessors are providing positive and constructive performance feedback and where applicable developmental guidance.

The feedback given to the students by assessors is reviewed by the academic assessment team to ensure accuracy, relevance and completeness before releasing it to the internal verifier as well as the students. The feedback is discussed in the Standardisation Meeting in which lecturers are given the opportunity to reflect on their marking process and identify areas of improvement and good practice. The Standardisation Meeting is also used to communicate changes in awarding body's regulations regarding the provision of feedback.

Student representatives have confirmed their understanding of the assessment process and agreed that assessment feedback was constructive and positive across all programmes.

Learning Environment

Resources

The College makes available necessary learning resources to enable students to develop their skills. Every student is provided with a Unit Handbook for each unit taught at the start of each term which offers detailed information on unit specification, assessment criteria, learning outcome, and books recommended for further reading. The College also has an annual subscription to Emerald Insight for e-Journals. The College is registered with Pearson's Higher National Global online platform, which provides students free-of-cost access to core textbooks, Career Services, Study Skills Modules, and a forum to engage in conversation with other students. The College is also a member of the British Hospitality Association.

In order to provide students with the experience of practical work in the hospitality industry, the College has subscribed to Oracle Opera PMS Hotel Software. The College schedules dedicated training sessions that are made available to all students enabling them to acquire practical skills and experience on the software that is widely used across large and medium hotel chains. The students from HND Hospitality and HND Business greatly benefit from this training as it enhances their employability within the Hospitality sector.

Beside the scheduled lectures, the College also offers learning opportunities through guest speaker's sessions, workshops, tutorials, cooking competitions, student quizzes and field trips. The teaching practices allow students to become independent learners, while summative assessments are used to ensure that students develop their analytical, creative and critical thinking skills.

The teaching, learning and assessment material is prepared using Pearson's specification, and is peer reviewed before the commencement of each term. Moreover, to facilitate student learning outside of the classroom and to achieve the intended learning outcomes, the College provides Study Manuals for each unit; these are made available in the College library as well as on the VLE. The Study Manuals were complimented in the External Examiners Report 2018, 'Areas of Good Practice' section who stated that the "Study Manuals provided to complement HN Global are of a high standard and much appreciated by students."

All the relevant teaching material is made available on the College's Virtual Learning Environment (VLE) and online library which is accessible 24/7. It facilitates students' independent learning and research skills. The College runs its own YouTube channel which contains videos on different topics within the HND Business and HND Hospitality programmes. These videos are scripted, designed, directed and produced by the College academics and media team. The videos are accessible not only to Nelson College students but to the general public as well. The library at the College has approximately 1200 books and reference-only material available for students.

Additionally, the College provides timely training to students and staff by various means including presentations uploaded onto the VLE; notice board displays; the College Newsletter and YouTube channel; webinar activity; the Knowledge Exchange Centre Prospectus and website; and a booklet showcasing past and future events and workshops. As part of its oversight and monitoring of the VLE, termly and annual audits are conducted. Students are invariably enthusiastic about the VLE and the positive contribution it makes to their learning. The review team from the Annual Monitoring for Educational Oversight Visit 2018, stated that the College has continued to effectively manage the VLE which was identified as a good practice in the September 2017 Report. (Source: QAA Oct 2018)

The College has two computer labs as well as libraries which are available to use during hours of operations. The opening times of the library and computer labs are naturally extended during peak hours such as approaching assessment submission deadlines. The library contains over 1200 textbooks for the units taught in HND Business and HND Hospitality programmes; for each unit of HND programme the College on average offers 40 different but relevant textbooks.

The College's classrooms are fitted with state of the art IT equipment which facilitates teaching and learning. Every classroom in the Ilford campus is fitted with at least 10 computers which are readily available for students use during classes or outside classes. Each computer has installed the latest version of all the relevant software required by the lecturers for teaching and by students for learning.

Scholarships, Research and Professional Practice

In order to ensures that its students are adequately equipped with vocational as well research skills to embark on a successful professional career, the College requires them to undertake a mandatory 30 credit research-based module in all of its programmes. This module is taught over the two terms (6 months) at Level 4/5 and over a year at Level 6.

In order to support students' learning as a researcher, the College has subscribed to Emerald Insight Journal which contains over 100 journals.

In appointing its teaching staff the College prefers lecturers with a substantial research background. The College also encourages its teaching staff to actively engage in research work and to publish research papers. The College also offers its teaching staff the opportunity to participate in research-related external events.

The College, within its Staff Development Policy, encourages staff members to attain Fellowship of the Higher Education Academy. A recently-drafted Promotion Policy for academic staff at the College also gives added advantage to those who are involved in teaching-related academic research as well as to those who can demonstrate excellence in teaching and pedagogy.

Personalised Learning

The College provides tailor-made learning opportunities to all the students through continuous assessment of their learning needs. At the beginning of the courses, each student is required to complete a self-assessment survey highlighting their learning needs. Based on the analysis of the survey, the students are referred to workshops (which the College organises in every term), personal tutors and student support lecturers.

Students are required to complete Individual Learning Plans, which help the College as well as students track their performance and the alignment of teaching activities to their learning objectives. The students are required to complete the self-assessment at beginning of the second year as well, the outcomes of which are compared with the outcome of their first year's assessments, and necessary steps are taken if further areas of improvement are identified.

The student support team plays a vital role in creating and enhancing students' personalised learning. The team identifies struggling students by using an analysis of student results from the minutes of Programme Committee Meeting and Academic Assessment Panels. These students are required to complete and undertake Individual Learning Plans and are required to set their own objectives which are followed up by the Student Support Lecturers. These students must attend regular meetings with the Support Lecturers in order to address any problems they may face while working on their assessments or objectives set out in individual learning plans. The students are also allocated Personal Tutors which student representatives have confirmed provide additional support as stated within the QAA Academic Management Review Report 2017-18.

Student Outcome and Learning Gain

Employment and further study

The College proactively assesses the market demand and offers courses that have a high demand in the job market. During the planning phase of programme development, the College received inputs from industry experts as well as local employers to identify their expectations. Thus a programme is developed which not only meets student expectation but employers' requirements as well, and this significantly enhances student's employability.

The College actively looks for and provides students with work opportunities whether as an employee or a volunteer to promote employability and vocational skills. The placements and workshops augment the knowledge and skills developed during the course/programme.

The College conducts an Employers' Forum every year in which the College invites local employers to provide students with the opportunity to interact with employers and to learn about their requirements and expectations. This event will be held twice a year from next academic year and will provide an opportunities for students to network with the employers directly.

The College is in process of establishing a Career Advice centre which will be providing guidance and advice to all students on progression opportunities for further study or employment. The Centre will also guide students on writing targeted CV's, prepare for an interview, and online application processes. The career advisors will also signpost the students to relevant recruitment agencies for job hunting, formal careers advice, employability workshops, self-employment start up support, Business competitions, progression workshops and work experience/ internships opportunities.

The College has an in-house marketing department which has collaborative arrangements to place students with other higher-education providers where this is judged more suitable to their requirements.

For the students wishing to engage in further study, the College offers a unique progression route that ensures their smooth transition; every student who successfully completes the Higher National Diploma is offered the opportunity to apply for a place on the Top-up BA degree programme offered by the College in partnership with London Metropolitan University.

As highlighted in the QAA Academic Management Review Report 2017-18, the students showed a high interest in studying further for the top-up programmes at Nelson College London following their achievement of their HND. They also spoke highly about the teaching and learning experience as they described the staff as being supportive and constructive with the quality of teaching rated very highly.

Employability and Transferable Skills

The programmes offered by the College offer all the vital employability and transferable skills in order to prepare students for employment or further education. These transferable skills include cognitive and problem-solving skills, interpersonal and intra-personal skills, commercial skills and business skills. The College's primary focus is the provision of active research skills, effective writing skills, analytical skills, critical thinking, creative problem-solving, decision-making, team building, exam preparation skills, and digital literacy. These skills are provided to the students through lectures, workshops, tutorials, seminars and business exhibitions.

The College encourages students to gain employability skills through voluntary placements and students are also assisted and guided in finding a suitable work placement. The College currently has a voluntary work placement arrangement with NCL Tours.

The College has embedded a series of practical activities within the student curriculum such as field trips, workshops, study tours, market research and competitions within the courses it currently delivers. The College has ensured that the voluntary work placements, workshops and field trips cover the relevant aspects of the curriculum as well as improve students' employability prospects.

In order to prepare students for a professional environment in the hospitality industry, the College has provided students training with Oracle Opera PMS Hotel Software. The software is widely used by hotels for bookings etc. The College schedules dedicated training sessions that are made available to all hospitality students enabling them to acquire practical skills and experience on this software.

Positive Outcome for all

The College has an OfS-approved Access and Participation Plan in place effective from academic year 2019-2020. The College has devised a strategy to provide opportunities for students from disadvantage backgrounds.

Many students enrolled at Nelson College London have few prior qualifications: therefore understanding and measuring academic outcomes for these students presents its own challenges. The analysis of Destination of Leaves in Higher Education shows low rate of employment or further study amongst mature students, in particular students from white backgrounds and mature female students.

There are many factors which influence the academic journey of these students such as age *(the average age of students enrolled at NCL is 38)*, socio-economic background, domestic household responsibilities and commute to and from college. These factors themselves present barriers to highly-paid employment. Therefore, in our judgment, entry to highly skilled employment is not necessarily an appropriate measure of their success. Progression into further study might afford a better measurement, and in this regard we do believe that the College provides a platform which directs and supports such progression.

The College is working very closely with our validating partner, London Metropolitan University, to provide progression route to postgraduate qualification once they have completed their undergraduate qualification with the College. In autumn 2019 we expect to start offering postgraduate courses, subject to successful programme validation by London Metropolitan University and Programme Designation by the Office for Students.

We are committed to looking at ways to remove barriers for disable students to fully participate in the opportunities the College provides. We have made a commitment within our Access and Participation Plan to increase the number of disable students and have set aside resources to support such students financially as well as providing additional academic support.